



RELATIONSHIP BETWEEN ADJUSTMENT AND EDUCATIONAL ASPIRATION AMONG HIGHER SECONDARY STUDENTS: A STUDY

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ABSTRACT

Adjustment may be considered as one of the most important aspect of human life and it may be defined as the process of finding and adopting modes of behaviour that are suitable to the various changes occurring in the environment. A well adjusted person is supposed to possess awareness about his/her own strength as well as adequate level of aspiration along with the capacity to deal effectively with the environment or circumstances. Aspiration is a hope or a kind of ambition of achieving something. The present study is an attempt to study the relationship between adjustment and educational aspiration. The sample for the study consisted of 720 higher secondary students. Bell's Adjustment Inventory developed by R. K. Ojha has been used to measure the adjustment difficulty in the four areas of adjustment i.e. - home, health, social and emotional and Educational Aspiration Scale Form P prepared by V. P. Sharma and Anuradha Gupta has been used to measure educational aspiration of the students. t-ratio has been computed to find out the difference between male and female students on adjustment and educational aspiration, and product moment co-efficient of correlation were calculated to find out the relationship between adjustment and educational aspiration. The findings of the investigation reveals that male students have more social adjustment difficulty than that of female students, while female students have higher emotional adjustment difficulty in comparison to their male counterparts; male and female students do not differ from one another on home and health areas of the adjustment; as compared to male students, female students have higher educational aspiration; for male students, health as well as emotional adjustment difficulty, both are negatively related to educational aspiration and home as well as social adjustment difficulty, both are not related to educational adjustment; for female students all four areas of the adjustment i.e. - home, health, social and emotional adjustment difficulty is not related to educational aspiration.

KEYWORDS: Adjustment Difficulty, Educational Aspiration, Higher Secondary Students.

INTRODUCTION:

Education is the process by which all round development of an individual can be achieved. Education is necessary for developing capacity to adjust students in the ever changing environment. Students have to face so many difficult situations and thus the main aim of education should be enabling them to face all kind of problems in their life. Adjustment is a process through which an individual maintain a balance among his/her various needs or between his/her needs and obstacles of the environment. Adjustment means to maintain a balanced relationship between an individual's need and his/her environment. A well adjusted person is supposed to possess awareness about his/her own strength as well as adequate level of aspiration along with the capacity to deal effectively with the environment or circumstances. For the all round development of the students adjustment with their own environment is necessary. A well adjusted student may lead him towards success while on the other hand mal adjusted student may have many adjustment problems regarding home, health, social and emotional. He/she may fail in achieving his/her educational aspiration without proper and well known process of adjustment. Aspiration is a hope or a kind of ambition of achieving something. Level of Aspiration is a psychological construct which reflects a cognitive type of motivation of the individual. It involves the estimation of ability for future performance on the strength of past experience, ability and capacity, the effort that one can make towards attaining the goal. According to Sirin, Diemer, Jackson and Howell (2004), "Aspirations have been defined as the educational and vocational dreams that students have for the future". Educational aspiration reflects educational goals that an individual sets for himself/herself. It is important because it encourages and energizes the individual to achieve them (Fraser and Garg, 2011). Educational aspiration is a significant factor for the enhancement of the education of a person. It is a craving for achievement in education. It is a crucial aspect of individuals attaining goals. High level of educational aspiration is an indicator of high level of achievement and success. Saraswat (1986) studied that boys and girls differed significantly on health adjustment and social adjustment. Girls were found to be better adjusted as compared to boys on health and social adjustment while as far as home and emotional adjustment is concerned, no significant differences were found in the adjustment of boys and girls. Tripathy (1986) found that girls were more adjusted in home and health area while boys were more adjusted to social area. Bajaj (1979) found that level of aspiration is not related with adjustment. Mavi and Patel (1997) in a study found that male and female differ significantly with respect of their adjustment and level of aspiration. Garg et. al. (2002) found that the parents play a significant role in shaping educational aspiration by providing opportunity, encouragement and support to their children. Sharma (2003) compared the level of aspiration of boys and girls students studying in intermediate colleges of Agra city of Uttar Pradesh and found that there was no difference between boys and girls in respect of level of aspirations. Singh (2006) studied that boys were significantly better than girls in their health adjustment at different levels of socio-emotional climate of the school. Study of Velmurugan and Balakrishnan (2011) revealed that social adjustment is independent upon gender. Kaur (2012) studied that girls have more adjustment power than boys. Investigation of Basu (2012) revealed that there

exists significant difference between adjustment of secondary school students when compared on the basis of gender. In the study of Roy and Mitra (2012) girls showed better adjustment than boys. Gupta and Sharma (2012) found that the boys and girls do not differ significantly with respect to their adjustment in the areas of home, health, social and emotional. Chauhan (2013) conducted the study on 111 higher secondary students of Durg District and found that there was significant difference between male and female of higher secondary students in their adjustment and results indicate that the female students have good and excellent adjustment level when compared to the male students. In the work of Paramanik, Saha and Mondal (2014) the mean adjustment score of girls is found higher than those from boys which mean that girls are better adjusted as compared to boys. Kumar and Phoghat (2017) reported that female students have higher educational aspiration, while on the other hand Monika and Devi (2018) reported that boys and girls of secondary students do not differ from one another on educational aspiration. In this study an attempt has been made to explore the relationship between adjustment and educational aspiration among higher secondary students.

OBJECTIVES:

The present study has conducted to achieve the following objectives:

1. To compare adjustment* among male and female higher secondary students.
2. To compare educational aspiration among male and female higher secondary students.
3. To study the relationship between adjustment* and educational aspiration among male higher secondary students.
4. To study the relationship between adjustment* and educational aspiration among female higher secondary students.

HYPOTHESES:

To achieve the above mentioned objectives, the following hypotheses were formulated and tested:

1. There is no significant difference among male and female higher secondary students on adjustment*.
2. There is no significant difference among male and female higher secondary students on educational aspiration.
3. There is no significant relationship between adjustment* and educational aspiration among male higher secondary students.
4. There is no significant relationship between adjustment* and educa-

tional aspiration among female higher secondary students.

**Adjustment has been tested for its 4 areas namely; Home, Health, Social and Emotional (Ojha, R.K.).*

METHODOLOGY:

Descriptive method of research has been used in the present study. The sample for the study consists of 720 higher secondary students (360 male and 360 female) studying in class XI of UP Board Schools in Prayagraj city. Six boys' and six girls' intermediate schools have been selected and these schools are Government Inter College, Colonelganj Inter College, Shivcharandas Kanhaiyalal Inter College, Anglo-Bengali Inter College, C.A.V. Inter College, Ishwar Saran Inter College, Government Girls Inter College, Guru Teg Bahadur Girls Khalsa Inter College, Arya Kanya Inter College, Ramadevi Balika Inter College, Jagat Taran Girls Inter College and Kali Prasad Girls Inter College. Sixty students from each school have been chosen. Bell's Adjustment Inventory prepared by R. K. Ojha has been used to measure the home, health, social and emotional areas of adjustment and to measure educational aspiration, Educational Aspiration Scale Form P prepared by V. P. Sharma and Anuradha Gupta has been used. Product moment co-efficient of correlation has been computed to find out the relationship between adjustment and frustration among male and female students and t-ratio has been used to find out difference between male and female students on adjustment and frustration.

RESULTS AND DISCUSSIONS:

Table No. 1: Mean, S. D. and t-ratio showing difference between male and female higher secondary students on adjustment

S. No.	Areas of Adjustment	Groups	N	Mean	S. D.	t-value
1.	Home	Male	360	12.66	4.62	1.838
		Female	360	12.04	4.46	
2.	Health	Male	360	9.64	5.14	0.522
		Female	360	9.45	4.56	
3.	Social	Male	360	16.75	5.09	2.049*
		Female	360	16.05	4.05	
4.	Emotional	Male	360	13.07	6.25	2.63**
		Female	360	14.29	6.24	

/ Significant at 0.05/0.01 level*

From the perusal of Table 1 it is evident that the value of t-ratio for social adjustment (2.049) is significant at 0.05 and t-ratio for emotional adjustment (2.63) is significant at 0.01 level. So the corresponding null hypothesis stands rejected, and it means that male and female higher secondary students differ from one another on social adjustment and emotional adjustment (against the findings of Gupta and Sharma, 2012 but supported by the study of Mavi and Patel, 1997; Basu, 2012;). So, it can be inferred that as compared to female students, male students have higher social adjustment difficulty (supported by the study of Saraswat, 1986; Roy and Mitra, 2012; Chauhan, 2013; Paramanik et. al., 2014 and against the findings of Tripathy, 1986; Velmurugan and Balakrishnan, 2011), while female students have more emotional adjustment difficulty in comparison to their male counterparts and this finding was against the investigation done by Saraswat (1986). For the remaining two areas of adjustment viz., home (1.838) and health (0.522), t-ratios are not significant at 0.05 level. So the corresponding null hypothesis can be accepted and it means that male and female students do not differ from one another on the above mentioned two areas of the adjustment and it was found against the findings of Tripathy (1986). It can be inferred that male and female students both have equal difficulty in home (supported by the study of Saraswat, 1986; Gupta and Sharma, 2012) and health areas of the adjustment (supported by the study of Gupta and Sharma, 2012 but, against the findings of Saraswat, 1986; Singh, 2006).

Table No. 2: Mean, S. D. and t-ratio showing difference between male and female higher secondary students on educational aspiration

S. No.	Groups	N	Mean	S. D.	t-ratio
1	Male	360	24.53	5.25	4.249**
2	Female	360	26.18	5.18	

*** Significant at 0.01 level*

Observation of Table 2 shows that the mean educational aspiration score of male higher secondary students is 24.53 and S. D. is 5.25, while mean educational aspiration score of female higher secondary students is 26.18 and S. D. is 5.18. t-ratio is found to be 4.249, which is significant for educational aspiration at 0.01 level. Therefore, null hypothesis stands rejected. Thus, it means that male and female higher secondary students differ from one another on educational aspiration (supported by the study of Mavi and Patel, 1997 but against the findings of Sharma, 2003 and Monika et. al., 2018) and so, it can be inferred that level of educational aspiration of female students have higher than that of male students. Similarly

Kumar and Phoghat (2017) found that female students have higher educational aspiration than male students.

Table No. 3: Values of coefficient of correlation between adjustment and educational aspiration among male higher secondary students

S. No	Correlation between areas of the adjustments and educational aspiration	Male (N=360) r-value
1	Home Adjustment and Educational Aspiration	-0.087
2	Health Adjustment and Educational Aspiration	-0.157**
3	Social Adjustment and Educational Aspiration	-0.052
4	Emotional Adjustment and Educational Aspiration	-0.119*

/ Significant at 0.05/0.01 level*

From the observation of the table 3 it is evident that the value of coefficient of correlation between health adjustment and educational aspiration for higher secondary male students is -0.157, which is significant at 0.01 level, while the value of coefficient of correlation between emotional adjustment and educational aspiration for higher secondary male students is -0.119, which is significant at 0.05 level. So, the corresponding null hypotheses can be rejected and it can be inferred that health adjustment difficulty and emotional adjustment difficulty are negatively related to educational aspiration among higher secondary male students.

Table 3 also reveals that the value of coefficient of correlation between home adjustment and educational aspiration for higher secondary male students is -0.087 and the value of coefficient of correlation between social adjustment and educational aspiration for higher secondary male students is -0.052 and both are not significant at 0.05 level. So, the corresponding null hypotheses can be accepted for higher secondary male students and it can be inferred that home and emotional areas of the adjustment is not related to educational aspiration among higher secondary male students (supported by the study of Bajaj, 1979).

Table No. 4: Values of coefficient of correlation between adjustment and educational aspiration among female higher secondary students

S. No	Correlation between areas of the adjustments and educational aspiration	Female (N=360) r-value
1	Home Adjustment and Educational Aspiration	-0.024
2	Health Adjustment and Educational Aspiration	0.005
3	Social Adjustment and Educational Aspiration	0.015
4	Emotional Adjustment and Educational Aspiration	-0.096

Table 4 reflects that the values of coefficient of correlation between educational aspiration and four areas of the adjustment i.e. - home (-0.024), health (0.005), social (0.015) and emotional (-0.096) for higher secondary female students are not significant at 0.05 level. So, the corresponding null hypotheses can be accepted and it can be inferred that all the four area of the adjustment i.e. - home, health, social and emotional adjustment are not related to educational aspiration among higher secondary female students. Similarly Bajaj (1979) in their study found that level of aspiration is not related to adjustment.

CONCLUSION:

The findings of the present study can be concluded that female higher secondary students have better social adjustment than that of male higher secondary students while on the other hand in comparison to female higher secondary students, male higher secondary students have better emotional adjustment; level of educational aspiration of female higher secondary students is found more than that of their male counterparts; educational aspiration is found negatively related to health and emotional adjustment difficulty among male higher secondary students; while for female higher secondary students educational aspiration is not found related with the four area of the adjustment viz., - home, health, social and emotional adjustment. Therefore, at the end it can be said that adolescent is a phase of transition and it is a time when so many new adjustments are being made. Thus, the role of school, teachers, family and parents in accelerating the process of adjustment among higher secondary students is of great importance. The amount of growth and development of students depends on the degree of their adjustment. It is very well known that the parents and teachers may play a significant role in shaping educational aspiration by providing opportunity, encouragement and support to their children and students. Students may fail in achieving his/her educational aspiration without a proper and well known process of adjustment in their life. Therefore, adjustment of school students is very necessary. So, adjustment of school students along with adequate level of educational aspiration is very necessary in order to achieve success in their life.

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